

**THE EFFECTS OF LINGUISTIC INTELLIGENCE AND
INTERPERSONAL COMMUNICATION COMPETENCE TOWARD
STUDENTS' ENGLISH SPEAKING SKILL**

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Diterima: Agustus 2016; Disetujui: Oktober 2016; Diterbitkan: November 2016

ABSTRACT

The purpose of this research is to know: 1. The effect of linguistic intelligence on English students' speaking skill, 2. The effect of interpersonal communication competence on students' English speaking skill, and 3. The effects of linguistic intelligence and interpersonal communication competence collaboratively on English students' speaking skill. The method used in this research is quantitative. To collect the data of this research, writer uses interview and questionnaire. Interview is used for collecting the data of students' speaking skill, and questionnaires are used to collect the data of linguistic intelligence and interpersonal competences. The participants of this research are 30 students, the English department students in the third semester at University of Singaperbangsa Karawang, as the sample taken randomly from the number of students consisted of about 180 students. The result of the research showed that the effect of linguistic intelligence and interpersonal communication competence collaboratively toward students' speaking skill with the regression Formula : $\hat{Y} = -2.448 + 0.607X_1 + 0.379X_2$.

*Keywords: Linguistic Intelligence, Interpersonal Communication Competence,
Students' English Speaking Skill.*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui: 1. Pengaruh kecerdasan linguistik terhadap keahlian percakapan bahasa Inggris mahasiswa, 2. Pengaruh kompetensi komunikasi interpersonal terhadap keahlian percakapan bahasa Inggris mahasiswa, dan 3. Pengaruh kecerdasan linguistik dan kompetensi komunikasi interpersonal terhadap keahlian percakapan bahasa Inggris mahasiswa. Metode yang digunakan dalam penelitian ini, penulis menggunakan metode kuantitatif. Untuk mengumpulkan data, penulis menggunakan instrumen kuisioner dan wawancara. Ada pun wawancara digunakan untuk mengambil data yang berhubungan dengan keahlian berbicara bahasa Inggris, sementara kuisioner digunakan untuk mengumpulkan data kecerdasan linguistik dan kompetensi komunikasi interpersonal. Participant dalam penelitian ini ada 30 responden sebagai sampel yang berasal dari mahasiswa jurusan bahasa Inggris di kampus universitas Singaperbangsa Karawang. Hasil dari penelitian ini menunjukkan bahwa pengaruh kecerdasan linguistik dan kompetensi komunikasi interpersonal secara bersama-sama terhadap keahlian bicara mahasiswa dengan formula regresi : $\hat{Y} = -2.448 + 0.607X_1 + 0.379X_2$.

INTRODUCTION

This research is an attempt to deal with the issues and problems such as the speaking skill, which is essentially needed by and learnt by everyone efficiently. Since, there are many obstacles and difficulties in learning how to speak English well, a lot of research needs to be conducted in this area. Speaking English for most Indonesian students, from Elementary until university students, they still have a problem, even the students that are studying in English department as well. They feel difficulties in speaking. This appears because of many factors. The factors that often occur on students, based on many researches generally are caused by motivation, Intelligences, communication competences, facilities, curriculum, teaching methods, etc. Intelligence and communication competence are going to be investigated in this study. The writer will focus on the effect of linguistic intelligence and interpersonal communication competence on students speaking skill.

REVIEW OF LITERATURE

According to Bennie (2009: 3), the main reasons for communicating orally are: To have a discussion. It is very difficult to hold a meaningful discussion by letter, memo or e-mail. To receive instant feedback from your audience. Speaking to someone means that you do not have to wait for their response. However, this can sometimes be a disadvantage; in some circumstances, a considered response might be better. To be able to judge your audience's reaction to what you are saying. This usually only applies in face-to-face communication, but it can sometimes be useful to be able to judge from your audience's comments, expressions or body language what they think of what you are saying and perhaps adapt your style or tone accordingly.

- a. For speed. Even the fastest typist or writer cannot match the speed at which we speak, so if you want to communicate something quickly, it might be better to do so orally.
- b. If the person with whom you are communicating has initiated the conversation. If you are responding to an oral request, for example, you are likely to do so orally, unless your response is so complex that it would be better explained in writing.

In conversation, when we participate we take turns speaking with other people. we are continually listening and reacting to what the other participants are saying. In this respect, conversation is reciprocal process which involves the ability to adapt what we say to what has gone before. We do not only respond to what others say, we also equally responsible for the direction the conversation takes and for any change of topic. The meaning of the conversation can be understood from the context of the speaking. The speakers usually stress the information they consider to be important. If you can recognize when a person does this, it will help you identify this important information. Remember that you do not need to understand every word in order to grasp the important points (Pye and Greenall, 1996: 9).

If students want to be able to speak fluently in English, they need to be able pronounce correctly, use appropriate stress and intonation patterns and speak in connected speech. Speakers of English - especially where it is a second language - will have to be able to speak in a range of different genres and situations, and they will have to be able to use a range of conversational and conversational - strategies. They will need to be able to survive in typical functional exchanges, too (Harmer, 2007).

Douglas Stone, *et al* (1999: 7) say that In studying hundreds of conversations of every kind we have discovered that there is an underlying structure to what's going on, and understanding this structure, in itself, is a powerful first step in improving how we deal with these conversations. It turns out that no matter what the subject, our thoughts and feelings fall into the same three categories, or "conversations." And in each of these conversations we make predictable errors that distort our thoughts and feelings, and get us into trouble. Everything problematic that Michael and Jack say, think, and feel falls into one of these three "conversations." And everything in your difficult conversations does too.

Adapted from the FSI Proficiency Ratings (as cited in Higgs and Clifford, 1982), there are factors and descriptors in measuring conversation performance. They are: Pronunciation, Grammar, Vocabulary, Fluency. Harmer (2006: 46-7) states that there are some reasons why people are involved in conversation. First, they want to say something. This implies that when there is something to tell, they need to speak; otherwise, he will not speak. Second, they have communicative purpose. Third, they intend to select words. It means speakers in general have certain capacity to produce new and appropriate sentences.

Brown says that conversations are collaborative activities as participants (speaker and listener) engage in a process of negotiation of meaning, (Brown, 2001: 268). He also says that speaking is a productive skill than can be directly and empirically observed, those observations are invariably colored by accuracy and effectiveness of the listening skill. Speaking skill consists of micro-and macro skills. Micro skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal units. But macro skills imply the speaker's focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options.

Linguistic Intelligence

Let us understand the meaning of linguistic intelligence. In this chapter, you can find some understandings of the linguistic intelligence. But before going to the understanding of the linguistic intelligence, let us split the definition and the meaning of linguistic (language) and intelligence first.

Language

Language is the most important aspect in the life of all beings. We use language to express inner thoughts and emotions, make sense of complex and

abstract thought, to learn to communicate with others, to fulfill our wants and needs, as well as to establish rules and maintain our culture. Or, if you had recently read Pinker's *the language instinct* (1994), Brown (2001: 5), you might come up with a sophisticated statement such as: On other hand, you might have offered a synthesis of standard definitions out introductory textbook : " language is a system of arbitrary conventionalized vocal, written, or gestural symbols that enable members of a given community to communicate intelligibly with on another. " Depending on how fussy you were in your response, you might also be included some mention of (a) the creativity of language, (b) the presumed primacy of speech over writing, and (c), the universality of language among human beings, Brown (2001: 5)

Consolidation of a number of possible definition of language fields the following composite definition, Brown (2001: 5-6): a) Language is systematic, b) Language is a set of arbitrary symbols, c) Those symbols are primarily vocal, but may also visual, d) The symbols have conventionalized meanings to which they refer, e) Language is use for communication, f) Language operates in a speech community or culture, g) Language is essentially human, although possibly not limited humans, h) Language is acquired by all people in much the same way; language and language learning both have universal characteristics.

These eight statements provide a reasonably concise "twenty-five- word or less" definition of language, but the simplicity of the eight fold definition should not be allowed to mask the sophistication of linguistic research underlying each concept. Enormous fields and subfields, year-long university courses, are suggested in each of eight categories. Consider some of these:

- a. Tactic, and several possible levels (most commonly phonological, syntactic, and semantic)
- b. The symbolic nature of language; the relationship between language and reality; the philosophy of language; the history of language
- c. Phonetic; phonology; writing systems; kinesics; proxemics; and other paralinguistic's features of language
- d. Semantics; language and cognition; psycholinguistics
- e. Communication system speaker – hearer interaction; sentence processing
- f. Dialectology; sociolinguistics; language and culture; bilingualism and second language acquisition
- g. Human language and nonhuman communication' the physiology of language
- h. Language universal; first language acquisition.

From some previous theories, it can be inferred that language is a way of an individual to do interactive through, symbols, sounds, and words as communication.

Intelligence

Intelligence can be defined as the ability of someone or a human intellectual competence that must entail a set of skills of problem solving—

enabling the individual to resolve genuine problems or difficulties that he encounters and, when appropriate, to create an effective product—and must also entail the potential for finding or creating (Gardner, 1983: 63-66). However, a fuller appreciation of human cognitive capacities emerges if we take into account spatial, bodily-kinesthetic, musical, interpersonal, and intra-personal intelligences (the list as of 1983). We all have these intelligences— that’s what makes us human beings, cognitively speaking.

From the long discussion in Gardner (1983), the word Intelligence can be drawn that Intelligence is the capacity of Intellectual strength or ability with very human used to solve the problem, to create new things and to realize the desiderata.

Linguistic Intelligence

Armstrong (2009: 6) explains that linguistic intelligence is The capacity to use words effectively, whether orally (e.g., as a storyteller, orator, or politician) or in writing (e.g., as a poet, playwright, editor, or journalist). This intelligence includes the ability to manipulate the syntax or structure of language, the phonology or sounds of language, the semantics or meanings of language, and the pragmatic dimensions or practical uses of language. Some of these uses include rhetoric (using language to convince others to take a specific course of action), mnemonics (using language to remember information), explanation (using language to inform), and metalanguage (using language to talk about itself).

Hoerr (2000: 6) also states that linguistic Intelligence is the students who like to do these activities, they are : the students like to write stories and essays, tell jokes, stories, puns, use an expanded vocabulary, play word games, and use words to create images. From the understanding explained by the experts above, the writer concludes that linguistic intelligence is the ability of someone to understand the order, the meaning and the sounds of the words or sentence and use the language to express the ideas, wants, emotion etc in the writing or spoken form.

Interpersonal communication competence

Nature of Interpersonal Communication

Communicative competence is the social rules of language use, 'the systemic sets of social interactional rules. Communication requires interpersonal responsiveness, rather than the mere production of language which is truthful , honest, accurate, stylistically pleasing, etc. , those characteristics which look at language rather than as behavior, which is the social purpose of language. Our end product is surely getting things done, easing social tensions, goading ourselves into doing this or that, and persuading others to do things. Communication arises when language is used as such interpersonal behavior, which goes beyond meaningful and truthful manipulation of language symbols.

All these examples people. But they are very different experiences because of the different processes involved. For example, they can be grouped in terms of

major differences as follows: a) The nature of the audience, b) Relationship, c) Medium or channel of communication, d) Communication is a process.

Peter Harley also says that Interpersonal communication are contained in the following seven propositions: a) Face-to-face meetings, b) Roles, c) Two way, d) Meaning, e) Intention, f) Process, g) Time.

METHODOLOGY

The method used in this research is survey. And the goals of the research are to know the effect of linguistic intelligence and interpersonal competence collaboratively on students' speaking skill, the effect of linguistic intelligence on the students' speaking skill, and the effect of interpersonal communication competence on students' speaking skill. This research is conducted in University of Singaperbangsa Karawang. The reachable population of this research is all English students at the third semester in English department of the faculty of teacher training and education. 30 students are taken from different groups as the sample, 5 students are from each group. To take the thirty students as the sample of this research, the writer takes out 5 students from each group by using random sampling system for the sample. The techniques used in this research to get the data are interview and questionnaires. All the data are analyzed quantitatively by using the technique of regression analysis.

The criteria of the regression significance is:

- 1) If $t_{observed}$ is greater than t_{table} ($t_{observed} > t_{table}$), H_0 is rejected and H_1 is accepted. It means that the research hypothesis is accepted.
- 2) If $t_{observed}$ is less than t_{table} ($t_{observed} < t_{table}$), H_0 is accepted and H_1 is rejected. It means that the research hypothesis is rejected. Or
- 3) If the value sig is less than 0.05 ($sig < 0.05$), H_0 is rejected and H_1 is accepted. It means that the research hypothesis is accepted.
- 4) If the value sig is greater 0.05 ($sig > 0.05$), H_0 is accepted and H_1 is rejected. It means that the research hypothesis is not accepted.

DISCUSSION

The data analysis of Student's English Speaking skill Variable

The Average score is 50, 40, the median is 50, mode is 50, and standard deviation is 6.106. These results can be interpreted that between average and median are almost the same score, 50.4 and 50. This shows that the scoring data of students' English speaking skill achieved by the students are representative. And the score the English speaking skill of students is high, this interpretation is concluded by considering that the average, median and mode obtained by students are more than a half of the maximum score, the maximum score that can be obtained by students in the English speaking skill of this variable is 60.

Descriptive Data of Linguistic Intelligence Variable

The highest score linguistic intelligence is 66 and the lowest score 44, with a range of 22 points. 54.47 averages; 54.50 median; 53 modes, and 5.419 standard

deviation. These results can be interpreted that the linguistic intelligence of students is high, this interpretation is concluded by considering that the average, median and mode obtained by students are more than a half of the maximum score, the maximum score that can be obtained by students in the linguistic intelligence of this variable is 66.

Interpersonal Communication Competence Variable

The highest value of interpersonal communication competence is 64 and the lowest value is 33, with a range is 31 points. The average is 52.23, the median is 54, the mode is 47, and the standard deviation is 7.894. These results can be interpreted that the interpersonal communication competence of students is high, this interpretation is concluded by considering that the average, median and mode obtained by students are more than a half of the maximum score, the maximum score that can be obtained by students in the interpersonal communication competence of this variable is 64.

Test of Research Hypothesis

The Test Of Hypothesis 1

The effect of linguistic intelligence and interpersonal communication competence collaboratively on student's English speaking skill.

The hypotheses:

$H_0: \beta_{y1} = \beta_{y2} = 0$ (There are no effects of linguistic intelligence and interpersonal communication competence collaboratively on student's speaking skill).

$H_1: \beta_{y1} \neq 0, \beta_{y2} \neq 0$ (There are effects of linguistic intelligence and interpersonal communication competence collaboratively on student's speaking skill).

Based on the statistic value, it shows that correlation coefficient of the effects of linguistic intelligence (X1) and interpersonal communication competence (X2) collaboratively on students' English speaking skill (Y) is 0.725. The value shows that in this research, there is a significant effect of linguistic intelligence (X1) and interpersonal communication competence (X2) collaboratively on students' English speaking skill (Y).

Meanwhile, the determinant coefficient is 52.5%. It shows that the contribution level effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill is 52.5%. And 47.5 %, The Student's English speaking skill is influenced by other factors.

The regression presents that the effects of linguistic intelligence and interpersonal communication competence on students' English speaking skill is:

$$\hat{Y} = -2.448 + 0.607X_1 + 0.379X_2$$

The value of F_o is 14.940 and the value of Sig is 0.000. It proves that the value of $F_{observed}$ (14.940) is greater than F_{table} (3.35), and $the\ sig$ (0.000) is

less than 0.05. These interpret that H_0 is rejected, and H_1 is accepted. It means that the hypothesis of this research is accepted, there is a significant effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill.

From the regression analysis, it is achieved that the regression formula line is $\hat{Y} = -2.448 + 0.607X_1 + 0.379X_2$. the value of constant (-2.448) shows that it is difficult for the students to get English speaking skill with very low level of linguistic intelligence and interpersonal communication competence. The values of regression coefficients are 0.607 and 0.379. These show that there is a positive effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill. The value of regression coefficient describes that every increasing with one unit of linguistic intelligence increases Students' English speaking skill for 0.607. And every increasing with one unit of interpersonal communication competence increases Students' English speaking skill for 0.379.

The test of hypothesis 2

There is an effect of linguistic intelligence on student's English speaking skill.

The hypotheses:

$H_0: \beta_{y1} = 0$ (There is no effect of linguistic intelligence on student's speaking skill).

$H_1: \beta_{y1} \neq 0$ (There is effect of linguistic intelligence on student's speaking skill).

In this research, based on the statistic value, it shows that the value of *Sig* is 0.000, and the value of *t* observed is 4.061. The value of *sig* is less than 0.05 and *t observed* is greater than *t table* (2,045). These interpret that H_0 is rejected, and H_1 is accepted. It means that the hypothesis of this research is accepted. As the conclusion that this hypothesis states that there is a significant effect of linguistic intelligence on students' English speaking skill.

The Test of Hypothesis 3

There is an effect of interpersonal communication competence on students' speaking skill. The hypotheses:

$H_0: \beta_{y2} = 0$ (There is no effect of interpersonal communication competence on students' speaking skill).

$H_1: \beta_{y2} \neq 0$ There is effect of interpersonal communication competence students' speaking skill.

In this research, Based on the statistic value, it shows that the value of *Sig* is 0.001, and the value of *t* observed is 3.696. The value of *sig* is less than 0.05 and *t observed* is greater than *t table* (2,045) These interpret that H_0 is rejected, and H_1 is accepted. It means that the hypothesis of this research is accepted. As the conclusion that this hypothesis states that there is a significant effect of interpersonal communication competence on students' English speaking skill.

Discussions and Result Findings

This research is intended to know the effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill.

There is an effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill.

From the data description, after doing the analysis of correlation, the coefficient value is 0.725 and determinant coefficient is 52.5%. It means that there is an effect of Linguistic intelligence and interpersonal communication competence on students' English speaking skill.

Meanwhile, from the regression analysis is achieved that the regression line formula is $\hat{Y} = -2.448 + 0.607X_1 + 0.379X_2$. The value of constant is - 2.448, it shows that it is difficult for the students to achieve the English speaking skill with low linguistic intelligence and low interpersonal communication competence. The values of regression coefficient are 0.607 and 0.379. These interpret that there is a positive effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill. The value of regression coefficient also shows that if there is an addition of one value of linguistic intelligence, there will be 0.607 units of students' English speaking skill. And if there is an addition of one value of interpersonal communication competence, there will be 0.379 units of students' English speaking skill.

After doing the testing of the regression line linearity by using SPSS, the line of regression is linear and the test of regression coefficient significance by using SPSS is significant. It really proves that there is an positive effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill.

According to the synthesis theory in chapter II, linguistic intelligence is the ability of someone to understand the order, the meaning and the sounds of the words or sentence and use the language to express the ideas, wants, emotion etc in the writing or spoken form. Interpersonal communication competence is the ability to express the idea, emotion, want, like etc to another person face to face meeting in varying roles without using media, to receive the idea, emotion, want, like etc to another person face to face meeting in varying roles without using media, and the ability to get process the ambiguous meaning to the real meaning of the utterances. Students' English speaking skill is the ability of students to use the English orally to communicate each other in order to convey and understand the feeling, wants, ideas etc and the performance of the English used in the communication must be correct grammar, pronunciation, good choice of vocabulary, and good fluency.

The higher the linguistic intelligence of the student or the ability of the students to understand and the order, the meaning and the sounds of the words or sentence and the ability to use the language to express the ideas, wants, emotion etc in the writing or spoken form, and the higher the speaking skill they can

achieve. And if the intelligence linguistic of the students is collaborated with the interpersonal communication competence or the ability to process the ambiguous meaning to be the real meaning based on context, the higher, speaking skill of the students will be.

Based on the theoretical explanation, it can be assumed that the higher the linguistic intelligence the students have, the easier the students do interaction among each other. And the better the English speaking skill they will have.

As the conclusion, the writer states that linguistic intelligence and interpersonal communication competence collaboratively have the significant effect on students' English speaking skill.

There is an effect of linguistic intelligence on students' English speaking skill.

The test of hypothesis shows that the value of $t_{observe}$ is 4.061. This value is greater than the value of t_{table} (2.0518). And the value of Sig is 0.000. It is less than 0.05. It proves that H_0 is rejected, and H_1 is accepted. It means that there is a significant effect of linguistic intelligence on student' English speaking skill.

According to the synthesis in chapter II, linguistic intelligence is the ability of someone to understand the order, the meaning and the sounds of the words or sentence and use the language to express the ideas, wants, emotion etc in the writing or spoken form. And Students' English speaking skill is the ability of students to use the English orally to communicate each other in order to convey and understand the feeling, wants, ideas etc and the performance of the English used in the communication must be correct grammar, pronunciation, good choice of vocabulary, and good fluency.

Based on the quantitative information and the theory, the writer concludes that individually linguistic intelligence has a positive effect on students' English speaking skill.

There is a significant effect of Interpersonal communication competence on students' English speaking skill.

The test of hypothesis shows that the value of $t_{observe}$ is 3.696. This value is greater than the value of t_{table} (2.0518). And the value of Sig is 0.000. It is less than 0.05. It proves that H_0 is rejected, and H_1 is accepted. It means that there is a significant effect of interpersonal communication competence on students' English speaking skill.

According to the synthesis in chapter II, Interpersonal communication competence is the ability to express the idea, emotion, want, like etc to another person face to face meeting in varying roles without using media, to receive the idea, emotion, want, like etc to another person face to face meeting in varying roles without using media, and the ability to get process the ambiguous meaning to the real meaning of the utterances. And Students' English speaking skill is the ability of students to use the English orally to communicate each other in order to convey and understand the feeling, wants, ideas etc and the performance of the English used in the communication must be correct grammar, pronunciation, good

choice of vocabulary, and good fluency. In English, sometimes the meaning of the utterance can not only refer to the dictionary. Because the meaning is influenced by non linguistic context. One of the non linguistic context is participant. So the higher the ability to understand the speaker or the listener in speaking, the easier to get the purpose of the speaking.

Based on the quantitative information and the theoretical explanation, the writer concludes that the interpersonal communication competence also has a significant effect partially on students' English speaking skill.

CONCLUSION

After all steps of the research done, it begins from proposal of the research, then theoretical studies, the instrument of the research with the tryout, validity and reliability, the data collection, and then data analysis, finally this research can be concluded as follows:

First, in this research there is a significant effect of linguistic intelligence and interpersonal communication competence collaboratively on students' English speaking skill. This conclusion is proved that the score of $F_{observed} = 14.940$ and sig $0.000 < 0.05$. It means that the higher the student's linguistic intelligence and the student's interpersonal communication competence, the higher the student's speaking skill will be. This indicates that the linguistic intelligence and interpersonal communication competence are two critical variables to be considered to increase student's English speaking skill.

Second, there is a significant effect of linguistic intelligence individually on student's speaking skill. It is proven by the score of $t_{observed} = 4.061$ and sig. $0,000 < 0,05$. This means that the higher the student's linguistic intelligence, the higher the student's speaking skill will be. Conversely, the lower the student's speaking, the lower students' linguistic intelligence. Therefore student's linguistic intelligence is an important variable to consider in predicting the student's English speaking skill.

Third, There is a significant effect of interpersonal communication competence on student's English speaking skill. It is proven by the score of $t_{observed} = 3.696$. and sig. $0.001 < 0,05$. This means that in this research, interpersonal communication competence is also an important variable to consider in predicting the student's speaking skill.

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